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ABSTRACT

This study demonstrated that black first grade children from disadvantaged backgrounds understood a Black English version of a story better than an equivalent Standard English version. The testing was done in South Georgia. The story was "peer-prepared," that is, it was a story told by a black child about his own experiences and in his own words. The authors suggest that dialect readers be used in conjunction with equivalent Standard English readers. The ultimate goal should be the teaching of Standard English. The use of Black English material should ease the transition from the speaking of Black English to the reading of Standard English. (Author)

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ABSTRACT

Black First Graders' Listening Comprehension of a Story Told in Black English or Standard English

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There is considerable current interest in t he use of dialect readers for beginning reading instruction of speakers of non-standard English. However, there is little research to demonstrate the effectiveness of such material. This study demontrated that black first grade children from disadvantaged backgrounds understood a Black English version of a story better than an equivalent Standard English version. The testing was done in South Georgia. The story was "peer-prepared"; that is, it was a story told by a black child about his own experiences and in his own words. The authors suggest that dialect readers be used in conjunction with equivalent Standard English readers. The ultimate goal should be the teaching of Standard English. The use of Black English material should ease the transition from the speaking of Black English to the reading of Standard English.

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There is some question as to the importance a dialect plays in man's ability to communicate with his fellow man. There is also some question as to the learning ability of dialect speakers due to a communication problem. Is learning more difficult for the dialect speaker who finds himself in the majority English-speaking culture? Opinions concerning this question are plentiful; answers based on research are few and incomplete. For present purposes, a dialect will be defined simply as a variety of language peculiar to a homogeneous language community. The majority of dialect speakers in the United States are black. Their dialect has been referred to as Black English. Standard English is a form or major dialect of English accepted as a lexical, phonetic, semantic and syntactic model for English speaking Americans.

Although the present study is most concerned with listening comprehension among disadvantaged blacks, the relationship between listening, reading, writing, and speaking cannot be ignored since the learning experience is basically made up of these four factors. Brownell (1962) suggested that educators consider the order in which children acquire the different communicative tools, i.e. listening--speaking--reading--writing. He urged teachers to utilize this order in developing programs for children who speak a nonstandard dialect.

Making a more positive statement, McDavid (1964) pointed out that some dialects are considered more acceptable than others. However, most differences in children's speech are diminishing. Television is helping to reduce the differences in experience of children from different subcultures. In discussing means of providing educational advancement for blacks, McDavid suggested the possibility of teaching Standard English to them as a second language beginning in kindergarten or even pre-kindergarten years. This suggestion will be discussed more fully later.

Davis (1968) indicated that disadvantaged black children must first be helped to understand and speak Standard English in the kindergarten and primary grades. This he considered a prerequisite to their being able to understand the teacher and to their success in the learning process. Davis emphasized that reading materials should reflect the interest and experience of the children.

As suggested in the few introductory paragraphs above, some authorities have tried to identify the causes of the nonstandard dialect speaker's learning problems. Others have suggested ways to improve what they intuitively feel is a dialect problem. Researchers in the dialect area (Baratz, 1969; Goodman, 1965; Shuy, 1969; and Stewart, 1969) have suggested that children who speak a nonstandard dialect

experience learning difficulties, particularly in reading, because they do not understand the material presented in a Standard English form.

Stewart (1969) reported on a Chicago project in 1968 in which experimental readers were used. Half of the readers were written in Black English and half in Standard English. Results were reported as "favorable" for use of the dialect reader. In 1970 the Educational Study Center in Washington, D. C., headed by Stewart, produced a set of companion readers. One set was written in Black English and another set, relating the same story, was written in Standard English.

Other non-experimental approaches to the dialect problem have been independently introduced into the schools. For example, a Florida teacher (Bell, 1966) found that both black and white high school students seemed to do equally well in French language classes. In English classes, however, blacks appeared to perform more poorly than whites. This apparent inconsistency led to a program of teaching English to blacks as if it were a foreign language. The technique has spread throughout the Southeast and included fifty schools when reported in 1966.

A number of authorities has suggested early detection, labeling and correction of learning disabilities due to dialect differences as a remedy to the inferred gap in learning between blacks and whites. Dialect specialist, V. P. Skinner, Assistant Coordinator, Applied Educational Laboratory, Inc.,

Washington, D. C., indicated that it became a complex task to teach children under a language system other than Standard English. Skinner has recommended a pre-school oral program of language arts based on Standard English (Skinner, 1967).

Shuy (1969) has identified a number of ways in which speech of black children differ from Standard English speaking children. These included such phonological differences as deletion of r s and l s, substitution of voiceless stops for voiced ones, reduction of final consonant clusters, substitution of vowel sounds, and substitution for th sounds. Grammatical features which are found to be nonexistent or different in Black English include possessive forms, singular verb forms used with third person, plural forms employing s s, past tense, some nonstandard sentence structures when the topic deals with a negative statement, a past conditional question, or a negative form accompanied by be. Shuy recommended that black students be provided with learning situations which would include non-grammatical forms of what occurs in his social dialect. This meant that standard grammatical forms not included in his speech be excluded from the learning situation.

Walfrom and Fasold (1969) stated that although the differences between Standard English and Black English seem small, they may have great impact on communication. These researchers illustrated their point with the black use of

finite be to indicate that which is habitual.

Standard English: He is going home every day about this time.

Black English: He be going home every day about this time.

Rather than teach the child to read Standard English, they suggest linguistic translations using language patterns more closely matching the child's oral language. Wolfrom and Fasold noted, however, that dialect material should not be used with black children who speak Standard English. The attitude of black people toward the use of such materials would have to be determined. Of course, the attitude of educators would strongly influence the success of their use. Wolfrom and Fasold endorsed the idea of introducing Standard English as a means of extending the dialect speaker's linguistic ability. They warned against attempts to eradicate a black child's dialect.

Stewart (1969) maintained that Black English across the United States is all part of the same language and that reading instructional material can be produced in dialect by linguists. Stewart anticipated rejection of dialect materials. Specialists in the dialect area should be aware of the following arguments.

Children should be instructed in, and taught to speak, read, and write standard English, and they should receive standard English instruction in the pre-

> reading period. Grammatical features of the languages are not as problematic as phonological features, and using dialect in instructional materials would reinforce use of nonstandard language. In addition, adult Negroes might find the material offensive [p. 181].

Most of the above arguments have already appeared. However, Stewart maintained that authentic materials would be accepted by, as well as be helpful to the children.

According to Kincaid (1973) both educators and middle-class black adults seem to agree with the use of dialect reading material with adults. In that study, graduate students who were mostly teachers and a predominantly black group of trainees in a federally funded project at Georgia Southern College rated the dialect materials high in interest and authenticity. However, there were "mixed feelings" about using dialect material with young black children. Six out of 22 Reading Specialists rating the material could only agree somewhat with the statement, "Interest areas (of the story) are appropriate for those with disadvantaged backgrounds." The only vigorous objection to the possible use of the dialect material was voiced by a black Reading Specialist.

How well a child's language develops offers a different approach to dialect study. Anastasiow (1969) suggested that there is the danger of misinterpreting a child's language

development because he communicates in a dialect. So that he might determine a black child's stage of language development, Anastasiow constructed a test which required the child to reconstruct or repeat auditory input. Tape recorded sentences were played to black inner-city children who were to repeat them. The investigation found that children repeated the sentences in three developmentally-different ways:

1. Repeated in Standard English - This would indicate a good degree of language development, plus experience in the use of Standard English.

2. Repeated in Black English - This also would indicate a good degree of language development, but little experience with Standard English.

3. Omissions in the repeated sentences - This would suggest a lack of cognitive development as well as lack of experience with language in general. One might assume that the child has not moved to the level of language development that the sentence repetition task is testing.

The sentence repetition task is intended to give the researcher or educator a tool to aid him in determining the child's ability to use a language. It also aids in determining a dialect speaker's ability to use Standard English or at least understand its aural input.

It may be that listening comprehension is the key to the study of dialects. Listening not only supplies the

apperceptive mass for reading comprehension but is valuable in its own right. Listening is an essential of communication; its contributions to the learning process are incalculable Freshley (1966) operationally defined listening as the selective process by which sounds coming from some source are received, recognized, and interpreted by the listener.

Taylor (1964) pointed out that in 1926, research indicated that 45% of a person's time was spent in listening behavior. More recently, Taylor found that exploration of listening behavior in the elementary classroom led to the discovery that 57.5% of class time was spent in listening to instruction, directions and student-teacher interactions.

Some in the listening area have suggested that a dialect difference may be the cause for listening error causing a misunderstanding in communication. For example, Politzer (1971) suggested that the listening or "auding" ability of the disadvantaged child may reflect a language difference, sometimes alluded to as the "deficit phenomena." Politzer suggested that the most plausible explanation of the auditory discrimination deficit of the disadvantaged is simply that testing instruments are presented in Standard English and do not correspond to the social dialect of blacks.

There seems to be a consensus of opinion on methods used to test listening comprehension (Cosgrave, 1970; Deugua, 1969; Franz, 1971; and Goolsby, 1966). The reading to, and questioning of children should be on an individual basis. For consistency,

a tape recorder is the recommended mode of presentation of the materials. This removes a portion of subjectivity. Typically, ten (10) questions are asked concerning the content of a 200 to 300 word story.

Deugua suggested that the closer the subjects can identify with the taped presentation the more realistic the situation and, of course, the results will be. For this reason she recommended a tape recording with the voices of children. Deugua further suggested that the story content presented be subjects of interest to the listener. This would give the highest probable chance that the content, vocabulary, and syntactic structure of such material would be at an intelligible level for the children.

Two teaching approaches have been used to aid children in developing reading and language skills. The first technique to be discussed has been termed the "Language Experience" approach to reading. Loban (1968) emphasized the importance of accepting the language of the child when he comes to school. After the child reaches the point where he verbalizes his thoughts comfortably, the teacher should test his reaction to stating ideas in standard, as well as nonstandard, English. The teacher has the opportunity to extend the child's ability to express himself through Standard English. Although Loban did not suggest commercial production of materials in dialect, he did endorse programs which use the child's experience, in order to gain from that experience. Olson and Ames (1972), much as R. Van Allen does, explained the language experience

as follows: What a child thinks about he can talk about; what he can talk about he can write, or the teacher can write for him. What he writes he can read; he can read what he writes and what others write. What he has to say and write is as important to him as what other people have written for him to read.

The second technique has recently been termed "peer-prepared" material. Ecroyd (1968) maintained that black children must first be led to speak freely. When this has been accomplished, their comments, stories, or pronouncements should be recorded and used for reading instructional material. Ecroyd's suggestion may well be the first printed reference to what is now called the peer-prepared approach.

The implications and suggestions of what has been reviewed thus far appears logical. However, much of what has been presented has been offered as a result of classroom experiences. There is little experimental research in the area of dialectical differences in aural comprehension. One study in the area of dialect was that of Rystrom (1970), who attempted to teach Standard English to Georgia blacks at an early stage when language was in its developmental stages. He administered a language treatment program twenty minutes a day for eighty days. This treatment consisted of training in either Standard English (experimental group) or Black English (control group). The children were then given the Gates test, which indicated no significant difference in

reading comprehension performance. However, Rystrom suggested that black children who are linguistically deprived need special instruction in the cognitive uses of language before they can successfully be taught to read. A prerequisite to cognitive uses of language is a cognitive reception and/or understanding of that language, i.e. listening comprehension.

Research, to date, has not disclosed that a particular approach to treatment provides a solution to the dialect problem. However, a design constructed by Ramsey (1970) tested another treatment approach which provided useful feedback. In that study black first graders' listening comprehension was tested. Stories presented in Standard English and Black English were compared. Subjects were matched by sex and scores on the Metropolitan Readiness Test. One group was asked to listen to a taped recording of a story told in Black English. The other group listened to the same story in Standard English. Ramsey was unable to find a significant difference in comprehension between the two forms of language. However, the last two studies mentioned, which were rigorously designed, offer models to researchers for future experimental study about Black English.

In order to evaluate the basic design of the present study a pilot study was carried out in the Spring of 1973. Thirty black first and second graders from a small rural Georgia town were randomly selected and placed in a Standard English group or a Black English group. A peer-prepared story was recorded on tape by a white male adult. A listening comprehension test followed each version of the story. The questions for both versions were in Standard English. No significant difference was found. Some procedures were found lacking while others were added as a result of the pilot study.

The final design also took on the practical aspects of testing in a school environment such as that of Glynn County School System, where the data were collected. Brunswick, in southeast Georgia, is a city with a population of approximately 80,000. In spite of its size, it nevertheless reflects a typical rural Southern setting.

The primary purpose of this study was to determine if young black children performed better on a comprehension test which consisted of a story told in Black English or Standard English. A second purpose of this study was to determine whether Anastasiow's Sentence Repetition Task could be used in future studies as a means of matching subjects for group selection by language development.

METHOD

Subjects

The Ss were 100 black first graders in their third month of formal school. None had attended kindergarten or other pre-school programs and none were repeating the first grade.

Materials

A Craig model #2603 portable tape recorder, designed specifically for the talking voice, was used to record and play the sentences in Anastasiow's Sentence Repetition Task and in the story and comprehension questions.

Procedure

Anastasiow's Sentence Repetition Task consists of 28 sentences. In each sentence there are key words by which language use and development may be judged. The use of language is detected by certain "dialect" words, which are spoken in either Standard English or Black English form. In addition, there are certain "function" words. The repetition of these particular words, Anastasiow suggested, will indicate whether or not the language of the child is developed to the extent the sentence is testing.

For example ----

He said, whose toys are those?

Standard English -- said --
Black English -- say -- "dialect" word

language development -- whose ----------
slower development -- omission or substitution ----- "function" word

A sample of eight sentences from Anastasiow's list of 28 repetition sentences was chosen for this study (see appendix A).

If a child could not repeat four of the "function" words then that S was considered immature in his language development, regardless of whether "dialect" words were repeated in Standard English or Black English. If the child could repeat more than four of the "function" words then his language was considered developed and it was then a question of dialect used. The majority of responses made in one of the two possible manners, Standard English or Black English, determined the S's use of language. Thus, one of three levels of language development was expected: Standard English, Black English, or immature language. The eight repetition sentences were recorded on a casette tape by the experimenter.

The particular story played for the Ss was a peer-prepared story, "Grandaddy and the Bees," (see appendices B and C). It was originally taped while a fourteen year old black boy, enrolled in an EMR class in Bulloch County, Georgia, told the story. The story was taped during a regular classroom session which was conducted in a relaxed atmosphere. In keeping with the concept of the peer-prepared approach, the story was translated very nearly as it was told. This version of the story was labeled as the Black English version. Next, the Standard English version was written from the original Black English version. The intent was to make the

two versions as identical as possible both in content and readability, as measured by the Automated Readability Index (Kincaid, Van Deusen, Thomas, Lewis, Anderson & Moody, 1972). The grade level of reading difficulty of the Black English version was 2.8 while the same figure for the Standard English version was 3.0.

The two tape recorded versions of the peer-prepared story were made by a 29 year old black Reading Education Specialist. This individual was chosen for his expertise in Standard English as well as south Georgia Black English. The reading specialist also recorded the ten comprehension questions, directly following each story. Both were presented in Standard English.

The data were gathered during the week of December 10 through 14, 1973. Each of the eight primary schools visited presented slightly different testing situations. Some of the rooms were designated test rooms, while others were small vacant or book storage rooms. Noise levels varied from school to school; however, it was never disruptive. Because of these varying situations in the schools, an equal number of Ss from each school was assigned to each treatment group, i.e. the Black English group or the Standard English group. Subjects were matched by sex. No other consideration was made as to which group a S was placed in.

One hundred and eighteen children were tested during the week. It was discovered, however, that 12 had previous kindergarten or Head Start experience. Two were repeating the first grade. Rapport could not be established with the

remaining four children, thus testing was not completed.

Appendix E shows how assignments of Ss, according to the day of testing and the school, were made. The classroom teacher introduced each of the Ss to E who then escorted each of the Ss to the testing room. Initial rapport was established on the way to the testing room. The S was asked to listen to the eight sentences then try to repeat them. The sentence repetition task also aided in establishing rapport with the Ss as well as introducing them to the experience of listening to a tape recorder. A second tape recorder hidden from the Ss was available to record sentence repetition responses. In addition, the investigator had a form available on which he could immediately record and score S's responses to the comprehension questions (see appendix F).

After the sentence repetition task was completed, instructions for the listening comprehension task were given as follows:

> Now I would like you to listen to a story named 'Grandaddy and the Bees'. This story was told by a little boy about your age. After the story is over I have some questions about the story I hope you enjoy the story.

Both versions of the story took the same amount of time to play - four minutes and 36 seconds. Upon completion of the story the ten questions were played on the tape recorder.

The recorder was turned off by means of a microphone - remote control switch after each question was played, allowing Ss sufficient time to answer each question. Scoring was done on the basis of number correct out of a maximum possible correct of ten.

After all testing had been completed at each school, the McMillan Readiness Test scores were obtained from the school office and recorded for each S participating in the experiment. The McMillan Readiness Test is an achievement test given to beginning first graders. Having national norms, it supplies the school staff with a tool for counseling, placement, and measuring student progress. The McMillan percentile scores were useful to this study as an after-the-fact means of comparison, as well as a check on the feasibility of using the sentence repetition task as a means of matching groups with respect to language development.

RESULTS

A three way analysis of variance, using listening comprehension scores as the dependent variable, was employed using the following factors: Listening groups (story version), language development, and sex (Table 1). The listening groups factor (Black English vs. Standard English) was significant (F (1,88) = 17.00) at the .01 level. The group listening to the Black English story version had higher comprehension scores (8.3) than the group listening to the Standard English story version (7.1). The language development factor (immature language vs. use of Black Englsh vs use of Standard English) was significant at the .01 level (F (1,88) = 8.46). A Newman Keuls *post hoc* comparison test was conducted on this second factor (Table 2). A significant difference was found between immature language development and the other two languages used. However, no significant difference was found between the two developed languages used (Black English and Standard English). No significant difference was found for the sex factor or any of the interactions (Table 1).

A two way analysis of variance on McMillan Readiness percentile scores was done using the following factors: Story version and language development (Table 3). The story version factor (Black English story version vs. Standard English) was not significant; however, the language development factor was significant at the .01 level (F (1,94) = 12.87).

No significant interaction was found. A Newman Keuls post hoc comparisons test was conducted on the second factor (Table 4). A significant difference was found between immature language development and the two developed language groups. No significant difference in scores was found between the users of Black English and the users of Standard English.

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TABLE 1

Analysis of Variance of Comprehension Scores for Story Version, Language Development, and Sex.

Source	df	MS	F
Story Version (A)	1	40.96	17.00**
Language Development (B)	2	20.31	8.46**
Sex (C)	1	4.88	2.04
AxB	2	1.69	0.70
AxC	1	3.68	1.53
BxC	2	4.93	2.05
AxBxC	2	0.63	0.26

** $p < .01$

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TABLE 2

Newman Keuls Post Hoc Comparison Test on

Language Development

Comprehension scores are dependent variable

	Immature Language	Black English	Standard English
Immature Language	----	0.74 *	1.48 **
Black English		----	0.74
Standard English			----

* $p < .05$

** $p < .01$

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TABLE 3

Analysis of Variance of McMillan Readiness Percentile Scores for Story Version and Language Development

Source	df	MS	F
Story Version (A)	1	65.97	0.22
Language Development and/or Use (B)	2	3931.01	12.87 **
AxB	2	59.25	0.19

**$p < .01$

TABLE 4

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Newman Keuls Post Hoc Comparison Test on

Language Development and/or Use

(McMillan Percentiles are Dependent Variable)

	Immature Language	Black English	Standard English
Immature Language	----	14.73 **	22.91 **
Black English		----	8.23
Standard English			----

** $p < .01$

DISCUSSION

Interpretation of the first analysis of variance indicates that black first graders who listened to a peer-prepared story related in a Black English dialect comprehend the story significantly better than black first graders who listened to the same story told in Standard English. This finding lends support to two recommendations made by Stewart. First, teachers capable of speaking both Black English and Standard English would aid in bridging the communication gap between the two forms of language. Typically, black children bring their own social language with them to school. The teacher who speaks Black English as well as Standard English can use Black English to insure that black students comprehend oral communication. Later Standard English can slowly be incorporated. This slow incorporation of verbal stimuli similar to the technique of "fading" in operant conditioning. Ferster and Perrott (1968) defined fading as a procedure for gradually changing stimulus controlling an organism's performance to another stimulus. In this case dialect words are gradually changed to Standard English. Second, the use of peer-prepared materials and the language experience approach both appear to offer useful tools for improving reading communication.

Interpretation of the second analysis of variance indicates that the two listening groups had comparable scores on the McMillan Readiness Test. In addition, interpretation of both Newman Keuls post hoc comparisons tests suggest that listening

comprehension and McMillan percentile scores for the two developed language groups, Black English and Standard English users, were significantly better than those with an immature language. Therefore, Anastasiow's Sentence Repetition Task might well be used as one of the means of matching subjects into dialect groups by language development. However, any attempt to match by language use, i.e. Standard English vs. Black English, will require further experimentation to discover if aural and reading comprehension differences do, in fact, exist. Possibly a team of dialect experts would be required to listen to tape recorded sentence repetitions in order to evaluate the actual language being used.

SUMMARY

Research, to date, has not shown that a particular approach to listening comprehension provides a solution to the dialect problem. The present study was designed to compare black first graders' listening comprehension of a peer-prepared story told in two versions -- Black English and Standard English. One hundred Ss with no formal school experience were matched by sex and assigned to the two listening groups. Also, Anastasiow's Repetition Task was tested to see if it could be used in future studies as a means of matching Ss by language development.

Analysis of the data indicated that a significant difference existed between listening comprehension scores of the two groups. It was therefore interpreted that those Ss listening to the Black English version of the story performed significantly better than the Standard English group. Furthermore, it was determined that Anastasiow's Sentence Repetition Task was a satisfactory method of matching children by language development.

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APPENDIX A

ANASTASIOW'S SENTENCE REPETITION TASK

1. She said, whose toys are those?
2. Although I want ice cream, I bet I'm not going to get any.
3. Joe is good when he feels like it.
4. Joe has to be quiet in class or his teacher won't let him have recess.
5. The boy was hit by the girl who jumped rope in the street.
6. Joe fell down the stairs while his mother talked on the phone.
7. If your papers are neater then your teacher will be happier.
8. What are you doing tomorrow after you've eaten breakfast?

APPENDIX B

Grandaddy and the Bees

Standard English Version - 3rd grade reading level according to Automated Readability Index.

One day Daddy said that Grandaddy found a hollow tree. There was a bee hive in the tree. He reached inside the tree and got some honey out and put it in his mouth. There were some bees in the honey when he started eating it. He was chewing the honey when some of the bees started stinging him. He started yelling.

Daddy was in another field, and he heard Grandaddy yelling. Daddy went to see what was happening. He had to take Grandaddy to the house. Then Daddy had to hitch up the mule and buggy so Grandaddy could go to the doctor.

So Daddy carried him to the doctor. His mouth was so sore and swollen from the bee stings that he couldn't talk.

After Grandaddy got better he said, "I won't ever go near a bee hive again." Daddy said that whenever they saw a bee hive after that, Grandaddy wouldn't touch it. But he did make Daddy go in and get the honey.

One day Daddy said he got tired of always having to get the honey. He told Grandaddy, "I'm not going in after the honey anymore."

"Not going anymore," said Grandaddy. "I'll get my belt and you'll go after that honey."

Daddy said then, "Yes, sir, I'll go -- I'll go."

Once Daddy forgot to run the bees out of a hive. Some of them stung them. So after that he always remembered to run the bees out of the hive before going in after the honey.

The next time they found a hive, Daddy put a stick in the hole to run the bees out of their hive. But the bees got mad and came out after him and Grandaddy. Daddy told Grandaddy, "Run! The bees are coming." So Grandaddy ran. Daddy told him the bees were right behind him.

Grandaddy tried to climb a tree to hide from the bees. They found him anyway. So he ran to place where he thought there was some water. The bees wouldn't come in the water. But there wasn't any water there. Some of the bees stung him. He had to run until he reached his house. Grandaddy said after that he didn't want any more honey.

APPENDIX C

Grandaddy and the Bees

Black English Version - 3rd grade reading level according to Automated Readability Index.

One day Daddy say Grandaddy went out and found a hollow tree. There was a honey nest in it. He went inside the tree and got some honey out, and put it in his mouth. It was some bees in the honey when he started eating on it. After he got to chewing it good, some of those bees started stinging him. He started hollering.

Daddy say he was in another field and he heard Grandaddy hollering. Then Daddy, he went to see what was happening. He took Grandaddy to the house. Daddy he had to go out then and hitch up the mule and buggy because Grandaddy had to go to the doctor, he hurt so bad.

So they carried him to the doctor and when he did get there he say his mouth so sore he couldn't talk.

After a while he got where his mouth would go down and he say, "I never go near a honey nest no more." Daddy say every time they see a honey nest, Grandaddy wouldn't mess with it. He'd always get Daddy to go in there and get the honey.

But finally Daddy say he got tired of going in after the honey. He say to Grandaddy, "I ain't going after honey no more."

Grandaddy say, "You ain't going no more? I'll get my whip and you go after the honey."

And then Daddy say, "Yes, sir, Daddy, Yes sir -- I'm going -- I'm going."

Once he went after the nest and forgot to run the bees out. All the bees stung him on the head, so he say he never stick his head in a hollow tree unless he run the bees out.

Next time he stuck a stick in the tree and jigged around in it to run the bees out. But he messed up and got the bees mad. He said, "Run Daddy! The bees coming." So Grandaddy he run and Daddy say, "The bees gaining."

Grandaddy tried to stand up high in a tree, but all the bees still came. Daddy say Grandaddy was just a running. He ran to a little old hole cause he thought sure there would be water to go round him. But there wasn't no water there. Some hit him on the back and he say, "Oh, I got to go again." So he keep running till he made it to the house. Grandaddy say after that he don't want no more honey.

APPENDIX D

COMPREHENSION QUESTIONS--"GRANDADDY AND THE BEES"

1. What did grandaddy get out of the hollow tree?
2. What was in the honey when he started chewing it?
3. What did the bees do?
4. Grandaddy's mouth was so sore he couldn't do what?
5. Would grandaddy ever go after honey again?
6. Who would he send after it?
7. Did daddy want to go after the honey?
8. One time daddy went after the honey but he forgot to do something. What did he forget to do?
9. The next time, daddy made the bees mad and they started chasing grandaddy. What did grandaddy do?
10. Did grandaddy want any more honey?

APPENDIX E

Daily Chart for Assignment of

Subjects by School and Sex.

	BLACK ENGLISH		STANDARD ENGLISH		
	Male	Female	Male	Female	Totals
Goodyear Elementary	III	I	III	II	9
Risley Elementary	III	I	III	I	8
Greer Elementary	~~IIII~~ II	IIII	~~IIII~~ II	IIII	22
Altama Elementary	II	IIII	II	III	11
Reynolds Elementary	IIII	III	IIII	III	14
Arco Elementary	I			I	2
Ballard Elementary	~~IIII~~ I	~~IIII~~ I	~~IIII~~	~~IIII~~	22
Todd Grant Elementary	II	III	IIII	III	12
Group Totals	28	22	28	22	100

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APPENDIX F

Answer Sheet Used to Record and Score Anastasiow's Sentence Repetition Task and Listening Comprehension Answers.

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VERS C: _____ SENTENCE TEST #: _____

AGE: _____ /6:

SEX _____ SCHOOL _____

SENTENCE RECONSTRUCTION TASK:

1. (SE) said...toys___/(BD) say...toy___/(UF) those___/

2. (SE) I'm not going to___/(BD) I ain't gonna___/(UF) although___/

3. (SE) is...feels___/(BD) be...feel___/(UF) when___/

4. (SE) has...have___/(BD) got...get___/(UF) or___/

5. (SE) was hit...jumped___/(BD) got hit...jump___/(UF) by the bird...who___/

6. (SE) stairs...talked___/(BD) stair...talk___/(UF) while___/

7. (SE) papers...will be___/(BD) paper...be___/(UF) if...then - neither happier___/

8. (SE) are...you've eaten___/(BD) dolfie...he...you eat___/(UF) what... after___/

"GRANDADDY AND THE BEES" Comprehension Questions:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Remarks: